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AUTHOR Talbott, Mary J.; And Others
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ABSTRACT

A study focusing on temporary faculty within the English and mathematics departments at Arizona's three public universities is presented as one of the working papers in a final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Literature on part-time faculty and institutional policies is reviewed, and department level personnel management practices are identified. Areas discussed include: faculty titles; other classifications; characteristics of temporary faculty at the three state universities; what this faculty teaches; compensation and benefits; work and working conditions of temporary faculty; mathematics and the integration of temporary faculty; English and the integration of temporary faculty; support services; decision making and committee work; status; and hiring, orientation, and evaluation. Eleven recommendations include: modify budgeting practices to permit temporary faculty to be hired at least 4 months before the start of a semester; generate and distribute information about the employment practices, impact on student learning, and impact on the organization; consider more stable working and permanent relationships by the department and institution for full-time temporaries; develop a qualified pool of applicants for part-time faculty positions; provide an equitable compensation structure for part-time faculty; and develop an evaluation system aimed at improving part-timers' teaching effectiveness. Contains 14 references. (SM)

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TEMPORARY FACULTY IN THE ENGLISH AND MATHEMATICS DEPARTMENTS AT THE ARIZONA UNIVERSITIES

MARY J. TALBOTT, GEORGE H. DAVIS AND KRISTIN L. CETONE

INTRODUCTION

How can institutions effectively employ part-time faculty? How many of the introductory courses should be taught by nonpermanent faculty? Can institutions alleviate the problems associated with employing large numbers of temporary faculty? What is the impact of temporary teachers on student learning? How can we measure that impact? Is it necessary to continually hire part-time (temporary) faculty to meet routine teaching needs in a department?

OVERVIEW

Temporary faculty in the Mathematics and English Departments at each of the three Arizona universities were the focus of this study. The literature on part-time faculty and institutional policies were reviewed. Department level personnel management practices were identified through a series of interviews with departmental heads and/or coordinators in each of the six departments, and with select part-time and full-time faculty.

Finally, information was collected on the courses taught by temporary faculty during the Fall of 1987 and Spring 1988 semesters.

Overall, approximatety fifteen percent of all teaching is done by part-time faculty (Gappa, 1984). The National Center for Education Statistics reported that by 1983, thirty-five percent of all faculty were part-time and it is estimated that in 1986 part-timers constituted thirty-seven percent of all faculty (Digest, 1987). Part-time faculty are not distributed evenly across institutional types: fifty-three percent were in two-year colleges, thirty-four percent were in four-year colleges, and thirteen percent were in universities (Gappa, 1984). Nor are part-time faculty employed at the same rate across all disciplines.

To complicate the situation further, there is no single, accepted definition of part-time faculty, and information bearing on these individuals is not routinely or systematically collected at the national, state or local level.

Mary J. Talbott is a doctoral candidate at the University of Arizona. Her research is centered in higher education with contributory emphasis in management. Her studies and experience range in perspective from development and implementation of staff training programs; equity, accreditation, evaluation and assessment; to curriculum and faculty data analysis.

George H. Davis joined the faculty of the University of Arizona's Department of Geosciences in 1970, following PhD studies at the University of Michigan. His research and teaching have centered on the nature and origin of structures in mountain belts. Davis' undergraduate textbook, Structural Geology of Rocks in Regions, has extended his reach as a teacher to students outside of Arizona, in other parts of the country and the world. He also served as Head of the Department of Geosciences and serves as Vice Provost for Academic Affairs at UA.

Kristin L. Cetone is an Administrative Assistant at The University of Arizona. Her interests have focused on education since completion of her studies at The Ohio State University. Her experiences encompass the instruction of children and adults, to curriculum planning, to involvement in quality of working life of staff. She has significantly contributed to the solution to the formula: Administration + Students + Faculty + Staff = The university system and the realization of its mission and goals.

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Conventional wisdom is that temporary faculty are employed because they provide the institution with a substantial amount of flexibility and quality instruction at a lower cost. It is also generally suggested that this group undermines the quality of education and threatens the role of tenure/tenure-eligible faculty in decision and policy making (Gappa, 1984).

Research on the effectiveness of part-time faculty has been inconclusive. Leslie, Kellams and Gunne (1982, p. 16) concluded that there is "wide variation in the quality of instruction as provided by part-timers; at the very least we can probably generalize to the extent of saying that the quality of instruction by part-timers is less dependable."

Our pilot study focused only on two departments with large service obligations, partly because of the centrality of their activities to undergraduate education. We believe we have discovered some important insights into the effective utilization of part-time faculty. But in order to accurately and fully address the questions posed at the outset of this report one would need comprehensive data about such things as the use of part-time faculty, the demographics of the part-time faculty, policies and practices, the impact of part-time faculty on student learning, the different functions of part-time faculty within the institution and the impact on the organization.

As a result, then, we make the following overarching recommendations:

1. that each institution undertake a comprehensive study of the use of part-time faculty and the impact on student learning,
2. that the data collected be transformed into information that is easily accessible and widely distributed, and
3. where necessary, policies and management practices should be restructured to insure the employment of part-time faculty is effective, efficient, and just.

BEYOND COMPENSATION

If we are to constructively employ part-time faculty, institutions must go beyond establishing reasonable compensation, benefits, policies, workloads and administrative support. Part-time faculty must be integrated into their respective departments. To become part of the whole, integration, may mean participating in select decisions, having routine and systematic input into matters relating to their respective courses, participating with permanent faculty in faculty development and sharing in the rewards and recognition available. Whatever methods are designed, departments will need to impart a sense of value and respect for the work of part-time faculty if the problems associated with employing part-time faculty are to be overcome.

METHOD

This study focused on two departments, Mathematics and English, at each of the three Arizona universities. These departments were selected because they provide instruction to almost all of the undergraduates at some time during their academic careers.

Demographic information on temporary faculty was provided by each institution for the Fall 1987 semester. This information was verified by the department heads and formed the basis

for the profiles contained in the text. Additionally, information about the assignments of temporary faculty and graduate teaching assistants/associates was obtained for the 1987-88 academic year. Using the latter information, we identified where the greatest impact on teaching program existed.

Institutional policies were analyzed using the appropriate handbook from each institution as well as the Arizona Board of Regents' Conditions of Faculty Service. Policies on hiring, compensation, benefits, orientation, evaluation, rehire and assignment were reviewed.

A third major component of the study was a series of interviews with department heads and/or coordinators, temporary faculty, graduate teaching assistants/associates and permanent faculty. Each of the six department heads and/or coordinators was interviewed in a structured interview that lasted approximately one hour to an hour and a half. Notes were taken during the interviews and analyzed for themes. Temporary faculty were interviewed in five departments and permanent faculty were interviewed in four of the six departments. No faculty, temporary or permanent, were interviewed in the English Department at NAU because we made a scheduling error. Graduate teaching personnel were included in two interview sessions, one with temporary faculty and one individual session. All of the faculty, temporary and permanent as well as the graduate teaching assistants were interviewed in groups. The part-time faculty groups were small, consisting of 2, 3, 5, 6 and 10 persons. Likewise, the four permanent faculty groups were very small. Notes were taken during the 90 minute sessions. Fifteen of the sixteen interviews were taped, but because of time and resource limitations, the tapes were not transcribed.

There are several methodological limitations.

First, the results cannot be generalized to other areas of the institution because conditions, employment practices and the role(s) of temporary faculty may be drastically different.

Second, the use of groups to obtain information from temporary and full-time faculty instead of individual interviews is problematic because group opinions may have prohibited individuals from expressing controversial views and from speaking out on sensitive issues. Additionally, because the academic year had ended, our sample was one of convenience; therefore we may not have identified the full range of issues and concerns with respect to the employment of part-time faculty. Due to these limitations, although many of the themes and findings parallel those identified in the literature on part-time faculty, they must nevertheless be regarded as preliminary.

WHO ARE THE TEMPORARY FACULTY?

DEFINITION

The answer to the question, "Who are the temporary faculty?" is not an easy one. First, there are individuals from the community who teach one or two courses during the semester. Second, there is a group that works full-time (teaching) on a temporary basis, teaching three, four or five courses per semester on a year-to-year basis. Finally, temporary faculty might include individuals brought in from other universities to

fill positions temporarily vacated because of sabbaticals and other leaves. While this latter group could be classified as temporary faculty, they typically have very different concerns, career paths and qualifications. These visitors are usually tenured faculty at other institutions who come for a prespecified period of time and then return to their home institution to resume their normal range of faculty duties. Their salaries are usually significantly higher than individuals in the first two groups. Although this study focused primarily on the first and second groups of temporary faculty, some information about this third group is included and will be identified accordingly.

We selected the term temporary faculty because we wanted to begin to understand the employment of "other than permanent personnel" with respect to the teaching mission. Early in our discussions with department heads it was realized that the term "part-time" temporary faculty was often associated with those individuals teaching one or two courses and "full-time" temporary was used for the group teaching a full-time load on a nonpermanent basis. The term part-time faculty in the literature encompasses both types of temporary personnel. Gappa (1984, p. 5) defined part-time faculty as: "anyone who

(1) teaches less than the average full-time teaching load, or

(2) has less than a full-time faculty assignment and range of duties, or

(3) may have a temporary full-time assignment."

Because differences were often noted between those employed under Gappa's first and third categories, the term part-time will be used to identify those in category 1 while those in category 3 will be referred to as full-time temporary.

For the purpose of this study, when the term temporary faculty is used it will denote all members of the nonpermanent, nontenurable faculty exclusive of visitors from other institutions.

FACULTY TITLES

A range of titles is used to identify temporary faculty both within and between institutions. At Arizona State University the temporary faculty in the two departments are called "Faculty Associates". The Arizona State University Academic Affairs Policies and Procedures Manual (1986, ACD 111-2) lists the following faculty ranks: professor, associate professor, assistant professor, and instructor are the traditional academic ranks; lecturer and senior lecturer are reserved for individuals whose primary responsibility is teaching undergraduate or clinical courses; visiting faculty (visiting professor, visiting associate professor, visiting assistant professor or visiting instructor) is reserved for individuals from other institutions who will be returning to their home institution; clinical faculty are persons who direct or participate in specialized university functions; adjunct faculty are individuals whose academic rank (instructor or above) will carry the prefix adjunct. They generally receive no salary and receive the appointment because it benefits both the institution and the individual. The term faculty research associate is reserved for individuals with advanced degrees and who are employed on a research grant or contract. "Faculty associates are persons qualified by training and experience to teach

university level courses; they may be doctoral students who have completed all degree requirements except the dissertation" (ibid.). Finally, the title post-doctoral fellow applies to an individual who has earned a doctorate and is employed temporarily by a faculty member to conduct research.

The "Conditions of Faculty Service" (Chapter VI, Rev. 3/02/87) and ASU policy specify that the number of lecturers and senior lecturers may not exceed 4 percent of the tenure-track and tenured faculty. No such limitation is included for the number of faculty associates which is the title used for the part-time and full-time temporaries in the English and Mathematics Departments.

The Northern Arizona University Faculty Handbook lists the same regular faculty titles (professor, associate professor, assistant professor, and instructor), visiting faculty titles, and adjunct faculty titles. The rank of instructor is an annual appointment, not normally eligible for tenure. "Clinical faculty titles (clinical professor, clinical associate professor, clinical assistant professor, and clinical instructor) are possible in the health professions." NAU also has the titles of research fellow and visiting scholar available. Lecturer is another possible title but is defined a little differently than at ASU. At NAU the latter title--lecturer--is defined as "persons holding or having held rank at a college or university or having a record of distinguished professional training or experience in a field other than teaching who are temporarily appointed as lecturers in teaching or research positions" (NAU Handbook, Chapter 2-1, p.1). Lecturers "cannot accrue time toward stability of employment or sabbatical leave" (ibid.). The titles used for full-time temporaries and part-time faculty in the two participating departments are instructors and part-time instructors respectively.

The University of Arizona faculty titles include the aforementioned regular faculty titles. The adjunct faculty title is given to a distinguished individual from another academic department or outside organization. While these positions are normally without salary, when a department has a need for temporary faculty because of teaching demands the salary for the semester or year is based on the course load. The visiting titles are used as previously mentioned. The instructor title is reserved for someone with a terminal degree or actively pursuing a terminal degree. He or she must show promise in the applicable area. This appointment may not be renewed more than three times whether successive or not if tenure-eligible. If nontenure-eligible, an indefinite number of renewals is possible. Clinical faculty are employed in a clinic as a clinician, either at a medical or service clinic on main campus and are non-tenure eligible. The titles teaching associate and teaching assistant are also possible at the University of Arizona. The teaching associate is defined as a "Temporary teaching position that is a year-to-year appointment. Usually teaches lower division courses on a part-time or full-time basis. Qualifications are above minimum level required by the discipline. Responsibilities are for teaching only. The position does not have research or public service assignments" (Draft, University of Arizona, 1988). The definition of the teaching assistant differs only in the description of assignment and qualifications: "Usually teaches lower division courses, skills courses or laboratory techniques courses. Qualifications are at the minimum level acceptable for the discipline" (ibid.). Finally, the title lecturer is reserved for

individuals whose primary responsibility is for teaching and who have above minimum qualifications for teaching in the discipline. These individuals are expected to teach lower or upper division courses and conduct some academic research. The initial appointment is non-tenure eligible; however, "appointment from the rank of instructor or assistant professor may be made with tenure (ibid.)."

At the University of Arizona the part-time and full-time temporaries, excluding faculty from other colleges and universities, are called teaching assistants and adjunct lecturers in the English and Mathematics Departments respectively.

OTHER CLASSIFICATIONS

Beyond the categories listed above, Tuckman (1978) developed a taxonomy of part-timers that is based on their reasons for becoming part-time employees. In using this taxonomy, the author provided significant insights into the characteristics and work history of part-timers. Tuckman's seven categories of part-timers are as follows: the semiretired, students, those wishing to become full-time (Hopeful Full-Timers), those with a full-time job (Full-Mooners), those with responsibilities in the home (Homeworkers), those with another part-time job (Part-Mooners), and all others (Part-Unknowners). During the course of our interviews with temporary faculty we encountered individuals in all but the student category. That is, none of the individuals we interviewed were employed at institutions other than the one in which they hoped to obtain a degree. Information was not collected using Tuckman's classification because of the small samples available. Not surprisingly, differences in concerns and issues were noted between Hopeful Full-Timers and Full-Mooners. For this reason, and others previously noted, each institution is urged to conduct a comprehensive study of temporary faculty.

The AAUP (1978) identified three kinds of full-time non-tenure track appointments: the indefinitely renewable, the limited renewable, and the folding chair. The last type of appointment is one in which the initial appointment is explicitly terminal. That is, after the two or three year initial appointment no renewals are possible.

In summary, the temporary faculty is comprised of at least two subgroups at each of the institutions--part-time and full-time temporary faculty. Within each of the two groups further distinctions are possible. Tuckman's seven categories of motivation and the AAUP's differentiation between types of appointments provide additional insights into this ever increasing, yet often silent, group in higher education.

CHARACTERISTICS OF TEMPORARY FACULTY AT ARIZONA STATE UNIVERSITY

In the Mathematics Department twelve persons were listed as temporary faculty for Fall 87 semester. Four of the twelve had visiting professor , associate or assistant professor titles; the remaining eight were titled faculty associate. Nine of the twelve were male and six of the eight faculty associates were male. Two of the twelve were Asian; the remaining persons were white. The number of years worked by the faculty associates ranged from less than one to ten years with a mean of 2.75 years.

The English Department at ASU employed thirty-three temporary faculty members for Fall 1987. All but three had the title faculty associate. One individual had a title of adjunct professor, received no salary and taught no classes. The remaining two had the titles lecturer and lecturer invitational. Twenty-two of the thirty faculty associates were female and all but one was White. The number of years worked ranged from less than one to ten with a mean of 2.6 years for faculty associates. Nine of the faculty associates were employed 100 percent full-time equivalent. These individuals had a teaching load of fifteen hours each semester (five three-credit classes).

CHARACTERISTICS OF TEMPORARY FACULTY AT NORTHERN ARIZONA UNIVERSITY

The Mathematics Department employed twelve temporary faculty for Fall 1987. Three of the twelve were full-time temporaries. Five of the twelve were female, but none of the full-time temporaries were female. All of the part-time faculty were White. The number of years worked for the part-time faculty ranged from less than one to four years, with a mean of 1.4 years. Information on race/ethnicity was not available for full-time temporaries.

In the English Department, seventeen part-time and two full-time temporaries were employed during Fall 1987. Nine of the seventeen part-timers were male; one of the full-time temporaries was male. One individual was Hispanic and the remainder were White. The number of years worked by the part-time faculty ranged from less than one to eight with a mean of 1.8 years. Both of the full-time temporaries had been employed for three years on limited renewable contracts.

CHARACTERISTICS OF TEMPORARY FACULTY AT THE UNIVERSITY OF ARIZONA

The University of Arizona English Department employed forty-one temporary faculty for the Fall 1987. Six of the forty-one had titles other than teaching assistant. Those titles included visiting professor (1) , adjunct associate professor (2), adjunct assistant professor (1), adjunct lecturer (1), and lecturer (1). Four of the aforementioned six were 100 percent FTE. Nine of the remaining thirty-five faculty assistants were 100 percent FTE. Twenty-three of the forty-one were female. Data on race/ethnicity was not readily available. The number of years worked for teaching assistants ranged from less than one to ten years with a mean of 3.5 years.

The University of Arizona Mathematics Department employed thirty temporary faculty for Fall 87. Three of the thirty were titled visiting assistant professors; the remaining twenty-seven were called adjunct lecturers. Fifteen of the twenty-seven adjunct lecturers were male and eleven of the twenty-seven were 100 percent FTE. The number of years worked by adjunct lecturers (both part-time and full-time) ranged from less than one to twelve years with a mean of three years.

In summary, more than half of all temporary faculty in these six departments during Fall 1987 were women. In contrast NCES (Digest of Education Statistics, 1987) reported that in 1983 approximately seventy-two percent of all full-time permanent faculty were male. Although the data on race and ethnicity were incomplete, data from four departments suggest the temporary faculty are predominantly White, non-

Hispanic. The 1983 profile of full-time faculty identified approximately ninety percent of all full-time faculty as White, non-Hispanic (ibid.).

WHAT DO THEY TEACH?

At Arizona State University the faculty associates in the English Department taught ninety-seven courses during Fall 1987 and one-hundred-twelve during Spring 1988. Of the two-hundred-nine courses, one-hundred-thirty-six were freshman (100 level) courses and an additional twenty-two were sophomore (200 level) courses. During the same period, all but seven (headcount) of the one hundred twenty-eight graduate teaching assistants/ associates (headcount) were assigned to lower division (100 and 200 level) courses. These figures do not include the courses taught by either adjunct or visiting faculty.

Within the Mathematics Department at Arizona State University the picture is different. Faculty associates taught twelve courses during Fall 1987: eleven at the sophomore (200) level and one at the senior (400) level. During Spring 1988 all ten courses taught by faculty associates were at the sophomore (200) level. During the same period all of the graduate teaching personnel were assigned to lower division (100 and 200) courses.

Turning to Northern Arizona University, one finds a concentration of effort by the full-time temporary and part-time faculty in the Mathematics Department on entry level courses. Identified as either instructors or part-time instructors, the temporary faculty employed during the 1987-88 academic year taught forty-nine freshman (100) level classes and three sophomore (200) level classes. Graduate assistants were assigned to freshman (100) level coursed during this period.

Data were not available from the English Department at Northern Arizona University.

Finally, the University of Arizona English Department temporary faculty, including those with other than the teaching assistant title, taught a total of one-hundred-twenty-three classes during the two semesters: Seventy-nine of the classes were freshman (100) level, eleven were sophomore (200) level classes, ten were at the junior (300) level, thirteen at the senior (400 level and ten at the graduate level.

In the University of Arizona Mathematics Department the temporary faculty including the three visiting assistant professors taught fifty-seven courses during the Fall 1987 semester. Fifty of the fifty-seven were freshman (100) level, six were sophomore (200) level and one was a junior (300) level course. During Spring 88, the temporary faculty taught fifty-one courses: forty-four at the freshman (100) level, three at the sophomore (200) level, two at the junior (300) level and two at the senior (400) level.

In summary, it is evident that the greatest impact on university teaching by temporary faculty in the Mathematics and English departments is at the freshman (100) level. The single exception is the Mathematics department at ASU where the greatest impact is the sophomore level. As one temporary person phrased it during the interview sessions, "We are, frankly, on the frontlines introducing the students to university education."

Although temporary faculty in these departments have a profound influence on entering students, only the University of Arizona, Mathematics Department has undertaken a long term study of entry level math performance. As a result of restructuring the entry level mathematics program, the retention of students and grade-point-averages (GPAs) have improved (Report on the Entry Level Program, 1988). While this is not a study of temporary faculty, the study focuses on those entry level courses in which temporary faculty are heavily employed.

COMPENSATION AND BENEFITS

"Money is a real problem and symbolic problem...it's insulting"

At Arizona State University faculty associates with masters degrees are paid $500 per credit hour or $1500 for a 3 credit course; faculty associates with doctoral degrees are paid $600 per credit hour or $1800 per course. A full-time temporary teaching five courses per semester (ten classes per year) would make $15,000 or $18,000 depending on the highest degree held. The pay scale was found to be the same in both the English and Mathematics Departments.

The compensation for part-time faculty at Northern Arizona University is less uniform. Some of the part-time faculty are paid through Continuing Education and some are paid from salary savings. Those paid by Continuing Education receive approximately $390 per credit hour while their counterparts paid from salary savings earn $500 per credit hour. The institution is aware of this pay differential and has developed a plan to eliminate this problem. Additionally, the plan includes grades so that individuals would not have to progress through faculty grades. The target date for implementation is Spring 1989.

In Mathematics, the full-time temporary instructor at NAU is paid $18,000 for teaching 12 credit hours per semester. At NAU the English full-time temporary earns $18,000 for teaching 12 credit hours each semester while her/his counterpart at ASU, with a doctorate, earns $18,000 for teaching 15 credit hours each semester.

At the University of Arizona compensation varies between departments. In the English Department the teaching assistants are paid approximately $2393 per three credit course. In the Mathematics Department the per course pay is $2500 for a three credit course. Full-time temporaries in the English Department teach three, three-credit courses per semester, while full-time temporaries in Mathematics have a teaching load of 12 credits per semester. Full-time temporaries earn $14,360 and $20,000 in English and Mathematics respectively.

In comparison, Wallace (1984) reported that Harvard pays $3540 per course for part-time faculty in expository writing and Tuckman (1979) reported that the average salaries for part-time faculty in 1976 were $2,691 and $1,950 at universities and four-year schools, respectively. During the interview process, several temporary faculty reported teaching five courses for one institution and then teaching additional courses at a community college to earn enough to live on. "I take anything that comes up for money." Not surprisingly, most of the temporary faculty were concerned about their level of compensation. In several instances, however, temporary faculty who were "Full-Mooners" and/or "Home-

Workers" said compensation was not a critical issue. Concern about the level of compensation was also voiced by department heads and coordinators several times during the interview process. These administrators were acutely aware of the low levels of compensation. "We've had super people who care about what they do, and we need to do better for them."

Timeliness of paychecks for some new employees was also identified as a problem at Arizona State University. Part-timers in Mathematics at ASU stated they did not usually receive their first paycheck on time. No such problem was identified in the English Department at ASU, the University of Arizona or Northern Arizona University.

A variety of benefits are offered by each of the institutions but certain employment conditions must be met before the employee qualifies. The University of Arizona's Handbook for Appointed Personnel lists the following requirements for many benefits including health insurance, dental insurance, life insurance, and short-term disability insurance.

1. Must be "full-time" employees. "full-time shall mean employment with the university 50 percent or more full-time equivalent and which employment is expected to continue for six months or more" (op. cit., p. 9-1).

The Academic Affairs Policies and Procedures Manual at Arizona State University lists as conditions of receiving health insurance, dental insurance, group life insurance, short-term disability insurance, two criteria:

Faculty and academic professionals who:

1. are employed to work 20 hours per week (50 percent FTE) or more for a period of six months or more and
2. are qualified to participate in and are making contributions to an approved state or optional retirement program unless exempted by law.

To qualify for long-term disability faculty and academic professionals must, in addition to meeting the above two criteria, be under age 69.

As a result of the use of semester-to-semester contracts, it is possible for a part-time faculty member to be teaching three courses each semester and not qualify for benefits simply because they do not meet the "six months or more" requirement and several part-time faculty stated that teaching two three-credit courses is considered 49 percent FTE not the minimum required 50 percent FTE so that the benefits listed above are not earned.

Finally, Northern Arizona University's Faculty Handbook states "To be eligible for health insurance an employee must:

(1) be a permanent, full-time or part-time faculty member working 50 percent time (teaching six hours per week or more;

(2) be subject to Social Security Tax withholding from wages; and

(3) be qualified to participate in and make contributions to the Arizona State Retirement Fixed Benefit Plan or one of the two optional plans VALIC or TIAA/CREF" (Ch. 3- II, p.1).

The above applicability requirements do not appear under every other benefit, but are implied in some cases.

The lack of benefits for part-time faculty are not uncommon. "Both the Ohio Study and Tuckman's AAUP research reveal that a surprisingly high number of part-timers are not covered by fringe benefits from any source, even though the common assumption is that most have fringe-benefit coverage through their full-time jobs" (Wallace, pp. 14-15).

Although we did not collect information on the number of year versus semester-to-semester contracts, our discussions with chairs and coordinators as well as part-time faculty suggest that most part-time appointments are made on a semester basis thereby rendering these individuals ineligible for major benefits because, although they may teach 50 percent FTE, they are not employed for six months or more. During the interviews, temporary faculty repeatedly stated that only the full-time temporaries received benefits.

THE WORK AND WORKING CONDITIONS OF TEMPORARY FACULTY

The work of temporary faculty varies as do the working conditions. We interviewed temporary faculty in three Mathematics departments and two English departments. Although the categories of activities of the temporary faculty are similar between the departments--class preparation time, teaching, office hours, grading, conferencing with students and in some cases reviewing various student works--marked differences were found between the amounts of time spent on various tasks, the working conditions, the rewards and the extent to which the temporary faculty were integrated into the department.

MATHEMATICS AND THE INTEGRATION OF TEMPORARY FACULTY

Significant variations were discovered in the degree to which the temporary faculty members are integrated into their respective departments. Mathematics serves as an example of this variation. In two of the departments the temporary faculty described a positive relationship with the department and the university. In the third department, the temporary faculty indicated that they were not satisfied with their current relationship with the institution.

THE UNIVERSITY OF ARIZONA

At the University of Arizona the relationship between the temporary faculty and the department was repeatedly described as extremely positive by both temporary faculty and other department personnel. There was unanimous agreement among the temporary faculty that we interviewed that their input into department matters is valued. "Opinions are solicited and listened to." There are several opportunities for the temporary faculty to communicate with their peers and the permanent faculty. Not only are there monthly course meetings, but the recently created Math Instruction Seminar fosters interaction with permanent faculty. One individual remarked "I have never felt that I'm a second class citizen." Located in a storefront away from the department, the temporary faculty said they had mixed feelings toward these accommodations at first. It is inconvenient to get mail and do xeroxing, space is very limited, and students often have trouble finding the

place the first time. But it is quiet, telephones are available, and "the communication that it fosters within our group is superb." In addition to teaching, temporary faculty mentor graduate teaching assistants/associates. A departmental administrator added, "Those people have done more than their share. We haven't done our share in rewarding them or giving timely notice." The temporary faculty identified continuity as a significant problem because it impacts long-term improvements and inhibits course continuity. The value of the temporary teachers was stressed by the coordinator and the permanent faculty interviewed for this study and the department has developed a number of ways to communicate that sense of value to the temporary faculty.

The Mathematics Department began employing adjunct lecturers three years ago. Until that time permanent faculty, graduate teaching assistants/associates and visiting faculty taught all of the courses.

NORTHERN ARIZONA UNIVERSITY

"Everyone is treated pretty much the same...the same access to information...we are invited to all the faculty meetings...social get-togethers you are all invited to." "I'm particularly impressed with the people I work with here. I enjoy the position over here and the people I work with." Support services are not plentiful in the department but the temporary faculty stated that permanent faculty were limited as well. Part-time faculty indicated they served on some ad hoc committees, and the department chair indicated full-time temporaries served on a wider range of committees. Interestingly, part-time faculty who were not former graduate students indicated that the forced interaction with permanent faculty which resulted from renovations this past year was wonderful. The opportunity to meet and interact with other faculty was highly valued.

Again, the use of temporary faculty was identified as fairly recent phenomenon.

ARIZONA STATE UNIVERSITY

The two temporary faculty members that were interviewed revealed overarching concerns about uncertainty of employment from semester to semester and the low level of compensation. Additionally, these individuals said they did not participate in ad hoc or official committees or attend faculty meetings, although they do enjoy talking to permanent faculty colleagues.

In summary, one major theme identified during this study in both the English and Mathematics Departments was the importance of becoming a part of the "academic life" of the department. Meaningful participation, becoming a part of the whole, was important to many of the temporary faculty. Individuals with full time jobs (Full-Mooners) did not place as high a value on increased participation as other temporary faculty.

ENGLISH

Variations were also found in the workloads, support services, roles in decision-making and status of the temporary faculty. While these issues were briefly addressed in discussing the Mathematics Departments, the English Departments shall serve as an example.

WORKLOAD

In the English Departments, temporary faculty teaching composition courses said that grading papers consumed an enormous amount of time. That is, each paper took from thirty to forty-five minutes to grade. The required number of papers ranged between six and ten while the number of students per section was normally twenty-five or twenty-seven. If one assumes there are twenty-five students in a course, each one writes six papers and the instructor takes thirty minutes to grade each paper, then it will take 75 hours to grade papers for one course alone. At ASU, the full-time temporary teaches five courses each semester and it was reported that, in some introductory courses, 10 papers are required from each student. Again, assuming that each paper takes thirty minutes to grade and each section has twenty-five students, the instructor will spend 625 hours each semester on grading alone. During each 16 week semester, assuming a faculty associate works forty hours per week, 15.6 weeks are devoted exclusively to grading. "I feel like a human grading machine." "I'm not a real teacher. I love teaching and I'm committed to it, but I'm burning out fast." Many of those teaching five courses admitted that it was impossible to attend to the full range of teaching duties. "Part of being a teacher is writing letters of recommendations and making phone calls...I've regressed."

SUPPORT SERVICES

In both departments temporary faculty are required to hold office hours. The "bullpen" arrangement used in one department makes this task difficult to accomplish. Temporary faculty share the office and their desk with numerous other people. This condition makes it difficult, if not impossible, to have a private conference with a student. The department chair commented that the physical conditions were the "worst" known. In the second department office space is considerably better with full-time temporaries having private offices and part-time faculty sharing an office with another person but each having a desk.

Secretarial support was not available for use by temporary faculty in either department and photocopying was extremely limited, although ditto machines were always available. The perception of the amount of available administrative support differed between the temporary faculty and the department chairs. Telephones were not available in the offices of the faculty associates or teaching assistants and several individuals reported routinely receiving telephone calls at home from students.

DECISION MAKING AND COMMITTEE WORK

Although both departments routinely include graduate teaching personnel on a range of committees, the same is not true for part-time faculty or in all cases full-time temporary personnel. In one department temporary personnel informally serve on committees but are not elected to committees, and they cannot vote. In the other department temporary faculty reported not having any role, even on the first year English committee. Coordinators and chairs expressed a reluctance to require or request committee work because of the low salaries and this reluctance was repeated by some of the temporary faculty; yet, simultaneously the temporary faculty recognized the importance of routinely and systematically having a voice in

decisions, particularly in the area of composition.

STATUS

In both groups of temporary faculty there was a perception that status was a problem. While it was reported that many feel that they have achieved a degree of status in the community as a result of working for the university, within the departments temporary faculty felt they had no status. "Job security and salary are important to us, but status is terribly important from a student's point of view. We can't do much for our students." Regardless of the explicit policy on the role of teaching at the institutions, the low pay, instability, lack of voice on committees and in decision making, minimal administrative support and/or office space, and lack of recognition for the importance of the work being done, contribute to a powerful implicit message about the value of those faculty engaged in lower division teaching.

OBSERVATIONS FROM INTERVIEWS IN THE TWO ENGLISH DEPARTMENTS

1. During the interview process, temporary faculty took the opportunity to introduce themselves to each other and commented on the need to get together more often. Apparently little opportunity exists for this group to interact. Comments were made at both institutions about the isolation felt by temporary faculty and the need to change the current situation.

2. Although the temporary faculty repeatedly stressed the fact that they liked teaching, these individuals recognized the working conditions were not good. During one focus group the phrases "treadmill mentality" and "corporate mentality" were used to describe why people accepted the conditions. And, although a number of suggestions to enhance teaching were presented at the meeting, these individuals did not believe they had the power to facilitate change.

The two universities where temporary faculty in English were interviewed are not unique in their need to improve either salaries or working conditions. Nationally, conditions of teachers of writing have deteriorated to such a degree that in 1986 the Wyoming Conference Resolution was passed by the participants at the Wyoming Conference on English. The resolution was later unanimously passed by the participants at the 1987 annual convention of the Conference on College Composition and Communication. Essentially the three charges in the Resolution call for improved salary and working conditions for postsecondary teachers of writing, establishment of a procedure for hearing grievances, and the establishment of a procedure for action when noncompliance occurs (ADE Bulletin, Fall 1987).

HIRING, ORIENTATION & EVALUATION

ADVERTISING

Advertising for temporary faculty positions is done in several ways. Several of the departments advertise locally using newspapers and/or flyers to other departments and institutions. Additionally, individuals from the local community, spouses of permanent faculty, individuals who have previously served as temporary faculty and former graduate students add to the pool of

available people. In several cases, full-time temporary positions are advertised nationally.

SELECTION

There is no uniform method of selection. The most common method of selecting part-time faculty is for review and selection by one individual, but screening, evaluation and selection is also done by a committee in one department. In discussing rehiring with members of the temporary faculty, individuals in several departments stated they did not know what factors entered into the decision to rehire. Conversely, the criteria for rehire were clear to other temporary faculty.

ORIENTATION

Unlike the well-developed orientation given to graduate teaching assistants/associates, part-time faculty in five of the six departments do not have a formal orientation. In two departments, the heads indicated that informal discussions served as the orientation for part-time faculty. In one of the departments, written information about the expectations is included in the informal orientation. Orientation in the Mathematics Department at the University of Arizona is more formal and more extensive. In addition to a pre-semester meeting, the temporary faculty meet monthly during the semester with a course supervisor. Additionally, the recently created Mathematics Instruction Seminar has fostered interaction between permanent and temporary faculty as well as other individuals on campus.

EVALUATION

All six of the departments evaluate the temporary faculty each semester using student evaluations. The results of the evaluations are available to the instructors, but, in some cases, the instructors indicate these evaluations have little to do with compensation. In three of the five interviews with temporary faculty more extensive evaluation was suggested because they (the temporary faculty) could demonstrate their level of competence. "Nobody knows whether I'm competent in the classroom or not because nobody bothers to find out. How do you prove you're worth more money. There is no mechanism for me to make my case."

The practices at the three Arizona institutions are not unlike those identified in the literature. Leslie, Kellams & Gunne (1982) found that 84 percent of the institutions they surveyed did not have a formal orientation for part-time faculty. This same study found comprehensive evaluations of part-time faculty are rare. Hiring practices throughout the country varied from full-scale search and selection to local recruitment (Gappa, 1984). Leslie, Kellams & Gunne (1982) reported that the most effective recruitment was via informal contacts.

THE BUDGETING PROCESS

One of the most significant problems faced by department heads and coordinators with regard to temporary faculty is the commitment of funds by their institutions. "Money committed early is worth more." In some cases budget lines exist, enabling department heads/coordinators to recruit and appoint the best possible instructors in a timely fashion. More often funding is approved at the last-minute; this practice

has several consequences. From the point of view of the temporary faculty, this practice increases the uncertainty and instability. "Total uncertainty is the biggest problem. If you get a definite answer a week before classes you are lucky." The department chairs/coordinators, on the other hand, must try to sustain the interest of the temporary faculty as they await the confirmation of funds. "The money just isn't there when you need it." Even the entry-level mathematics program at the University of Arizona, which has been highly successful, is unable to make firm commitments to temporary faculty in a timely manner because of the current funding process. At Northern Arizona University the problem of late appropriations for temporary teaching are particularly critical because the pool of qualified applicants is limited.

RECOMMENDATIONS

Gappa (1984, pp. 98-99) suggests eight areas for improvement in the employment of part-time faculty. In addition to these eight recommendations which are presented first, we have added three recommendations.

- "Appointment: Development of a qualified pool of applicants for part-time faculty positions.

- Contracts: Development of a contract for part-timers that articulates the institution's requirements while specifying and guaranteeing the part-timers' rights.

- Support Services and communication networks: Emphasis on integrating part- and full-time faculty and on giving part-time faculty a sense of dignity and belonging to the institution.

- Governance: Erring on the side of inclusion rather than exclusion in faculty governance and departmental deliberations, particularly with regard to curricular, courses, and teaching materials.

- Compensation and fringe benefits: Provision of an equitable compensation structure for part-time faculty, based upon their qualification, assignments, and performance; and provision of cost-of-living increases. Provision of fringe benefits for continuing part-time faculty.

- Job security: Thoughtful and deliberate treatment of the interests of part-time faculty in decisions about renewal, retrenchment, and dismissal. Appropriate degrees of job security for different types of part-time faculty.

- Orientation and development: Special programs to help part-time faculty become and remain effective instructors; access to regular faculty development funds or programs.

- Evaluation: Development of an evaluation system aimed at improving part-timers' teaching effectiveness that sets clearly articulated standards of performance as one basis for reappointment."

FURTHER RECOMMENDATIONS

- Budgeting Process: Modify budgeting practices to permit temporary faculty to be hired at least four months before the start of a given semester.

- Facts and Information: Generate information about the employment practices, the impact on student learning, and the impact on the organization. Distribute the information

to enhance the formulation of policy by the institution and improve the management practices at the department level.

- Full-time temporaries: In departments where a continuing need for full-time temporary teachers exists, more stable working and permanent relationships, including academic professional status, multi-year contracts, and/or tenure-eligible positions, should be considered by the department and the institution.

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